

Commandant's Foreword

Our defence institutions need to transform if they are to make an effective contribution to addressing the security challenges of the 21st century. In recognition of this need, the Baltic Defence College (BALTDEFCOL) has developed the Higher Command Studies Course (HCSC). The HCSC offers mid-career military officers and defence officials the opportunity to continue their professional education through the study of issues related to defence transformation. We set out to provide our students with the knowledge, understanding and tools necessary for them to become catalysts, leaders and managers of change.

The course is fully sponsored by the three Baltic states as a contribution to the ongoing transformation of the Alliance and the development of the crisis management capabilities of the EU.

Through a highly participative programme of studies, HCSC students will gain:

- an understanding of the need for change in national and international defence institutions and an appreciation of current change programmes;
- an understanding of the tools and processes that might be used to initiate, lead and manage change;
- an understanding of wider strategic level issues and considerations; and
- a refreshed and broadened professional interest.

HCSC 2007 will offer up to twenty student places. Prospective students must have proven ability, a recognised potential for higher level command and staff appointments, and a willingness and ability to engage fully with the curriculum.

The residential part of the course will begin on 6th August and end with a graduation ceremony on 13th December. There will also be a dispersed preparatory phase, starting during May, when students will be required to familiarise themselves with the issues that will be addressed on the course.

This Course Plan describes in more detail the aims and objectives of the course and the means by which we expect to achieve them. Additional information about BALTDEFCOL and its activities can be found on the College website: www.bdcoll.ee.

My staff and I look forward to your participation in the HCSC and to supporting your further development as military and civilian defence professionals.

ALGIS VAIČELIŪNAS
Brigadier General (LTU, A)
Commandant

Address: Riia 12 • 51013 • Tartu, Estonia
Phone: (+372) 7176000 • Fax: (+372) 7176050
Internet: www.bdcoll.ee • Email: info@bdcoll.ee

COURSE PLAN HIGHER COMMAND STUDIES COURSE 2007

TABLE OF CONTENTS

Chapter	Content/ Article	Page
	Commandant's Foreword	
1	Course Description 101. College Mandate 102. Introduction to the HCSC 103. History of BALTDEF COL and the HCSC 104. Approach of the HCSC 105. Recognition of the Course	3 3 3 3 4 4
2	Course Educational Framework 201. Course Programme a. Course Plan b. Module Compendia c. Weekly Schedule 202. Definitions 203. Abbreviations	5 5 5 6 6 6 7
3	Course Methodology 301. Learning Levels 302. Learning Methods a. Basic Approach b. Learning Formats c. Learning Activities d. Learning Methods 303. Chatham House Rule	8 8 9 9 10 10 11 13
4	Course Organisation 401. Role and Organisation of Directing Staff a. Course Director b. Senior Mentor c. Academics d. Planning Officers 402. Student Organisation a. Class Leader b. Syndicate Leader c. Staff Leader d. Team Leader	14 14 14 14 14 14 14 14 14 15 15 15
5	Course Aim 501. Aim 502. Endstate 503. Scope	16 16 16 16
6	Course Curriculum 601. Phase 1 – The Need for Change a. Aim b. Learning Outcomes c. Learning Objectives d. Modules and Sub-Modules e. Aim and Content of the Modules and Sub-Modules f. Module 101: Leadership and Transformation g. Module 102: 21 st Century Security Trends h. Module 103: 21 st Century Armed conflict and Operations	17 17 17 17 17 19 20 20 21 22

Chapter	Content/ Article	Page
6	Course Curriculum	23
	602. Phase 2 – The Response	23
	a. Aim	23
	b. Learning Outcomes	23
	c. Learning Objectives	23
	d. Modules and Sub-Modules	25
	e. Aim and Content of the Modules and Sub-Modules	26
	f. Module 201: Defence Transformation in NATO, EU and States	26
	g. Module 202: Current Defence and Force Planning	28
	603. Phase 3 – The Tools for Change	29
	a. Aim	29
	b. Learning Outcomes	29
	c. Learning Objectives	29
	d. Modules and Sub-Modules	31
	e. Aim and Content of the Modules and Sub-Modules	32
	f. Module 301: Strategy Formulation	32
	g. Module 302: Implementing Strategy	33
	h. Module 303: Force Planning Exercise: Baltic Dream	34
i. Module 304: Future of Transformation	35	
7	Course Evaluation	36
	701. Course Evaluation Process	36
	a. General	36
	b. Evaluation and Validation	36
	702. Course Feedback System	37
	a. Lecturer Feedback	37
	b. Module Feedback	37
	c. Course Feedback	37
	d. After Action Evaluation	38
	<i>ANNEX A - Lecturer Feedback Form</i>	
	<i>ANNEX B - Module Feedback Form</i>	
	<i>ANNEX C - Course Feedback Form</i>	
<i>ANNEX D - After Action Evaluation Form</i>		
Student Appraisal System	801. Introduction	49
	802. Appraisal System	49
	803. Appraisal Cycle	49
	a. CD HCSC Dialogue	49
	b. Final Appraisal Report	49
	c. Final Appraisal Dialogue	49
	d. Issue of Report	49
	804. Report Process	50
	a. General	50
	b. Final Appraisal Report Format	50
	805. Appraisal Areas and Criteria	50
	806. Graduation Documents	51
	807. HCSC and Master's Degree Studies	51
<i>ANNEX E - HCSC Student Appraisal Report Form</i>		
9	Course Details	54
	901. Statistics	54
	902. Curriculum Flow	55
	903. Project Officers	57
	904. Course Calendar	60

Chapter 1 - Course Description

101. College Mandate

The College Mandate is set out in a Memorandum of Understanding between the Ministers of Defence of Estonia, Latvia and Lithuania and in various subsequent Joint Communiqués. According to these, BALTDEFCOL is responsible for the delivery of the following courses:

- a five month Army Intermediate Command and Staff Course (AICSC), an intermediate level army staff and command course;
- an eleven month Joint Command and General Staff Course (JCGSC), an advanced level joint staff course;
- a five month Higher Command Studies Course (HCSC), a senior level course;
- a five month Civil Servants Course (CSC), for the education of civil servants involved in security and defence;
- supplementary short courses at the request of the Baltic states.

102. Introduction to the HCSC

The wide ranging and complex challenges of transforming the armed forces of NATO, EU and PfP nations such that they are better able to participate in the full spectrum of 21st century operations, from peace support to combined and joint expeditionary combat, led the Baltic states to create the HCSC as a focused war college level course in 2004. The core rationale for the course is that if our armed forces are to make an effective contribution to meeting the challenges of today's operational framework, their leadership will need to understand the requirement for, and be ready to lead, transformation programmes.

103. History of BALTDEFCOL and the HCSC

The Baltic Defence College was created in 1998 by the Republics of Estonia, Latvia and Lithuania with support from other NATO and PfP states. The vision of the Baltic Defence College is to become the "Centre of Excellence" for professional military education in the Baltic states for Development Levels 3 and 4 of the Combined Officer Professional Development Programme¹.

So far, the College has successfully held seven Joint Command and General Staff Courses (originally named the Senior Staff Course), five Civil Servants Courses, three Colonels Courses (an interim course to educate officers who were either too senior or too old for the staff course) and one Army Intermediate Command and Staff Course.

¹ The Baltic States' Combined Officer Professional Development Programme divides officer education into four development levels. The first two levels are concerned with the basic training and education of officers and junior staff officers and are a national responsibility. The Army Intermediate Command and Staff Course and Joint Command and General Staff Course are the third level of military education in Estonia, Latvia and Lithuania, and the Higher Command Studies Course is the fourth.

The HCSC was launched in 2004 as a replacement for the Colonels Course, at the request of the Ministers of Defence of the Baltic states. The College has conducted three HCSCs so far. A total of 40 students, representing 21 states, have graduated from these courses. Many have since received important and demanding postings in their home countries or international organisations.

104. Approach of the HCSC

The course is aimed towards personnel from small and medium-sized states, in particular new Allies and PfP partners, but we also encourage participation from longer standing NATO Allies and EU member states.

The residential part of the course is conducted from the beginning of August to the middle of December. The overall course length is 25 weeks, comprising 6 weeks intended for dispersed preparation and the accomplishment of required reading prior to arrival for the residential part of the course, and 19 weeks for the residential part itself. During the main residential period, from Monday to Thursday each working day comprises six academic hours, and Friday three hours, for classroom activities. Students are also expected to spend an average of three further hours per day on individual work.

Because of the strategic nature of the course, and the requirement to deliver the curriculum at an appropriate level of expertise, knowledge and credibility, HCSC invites a range of distinguished guest lecturers to the College to conduct most of the teaching. A second source of material for the course is the HCSC reading requirements, which are intended to complement classroom teaching.

The course is highly participative and students will be required to conduct individual research, and to participate in a range of collective research projects and discussions. There are also several practical exercises, including a major force planning exercise towards the end of the course. Two field study trips will complement the classroom activities.

105. Recognition of the Course

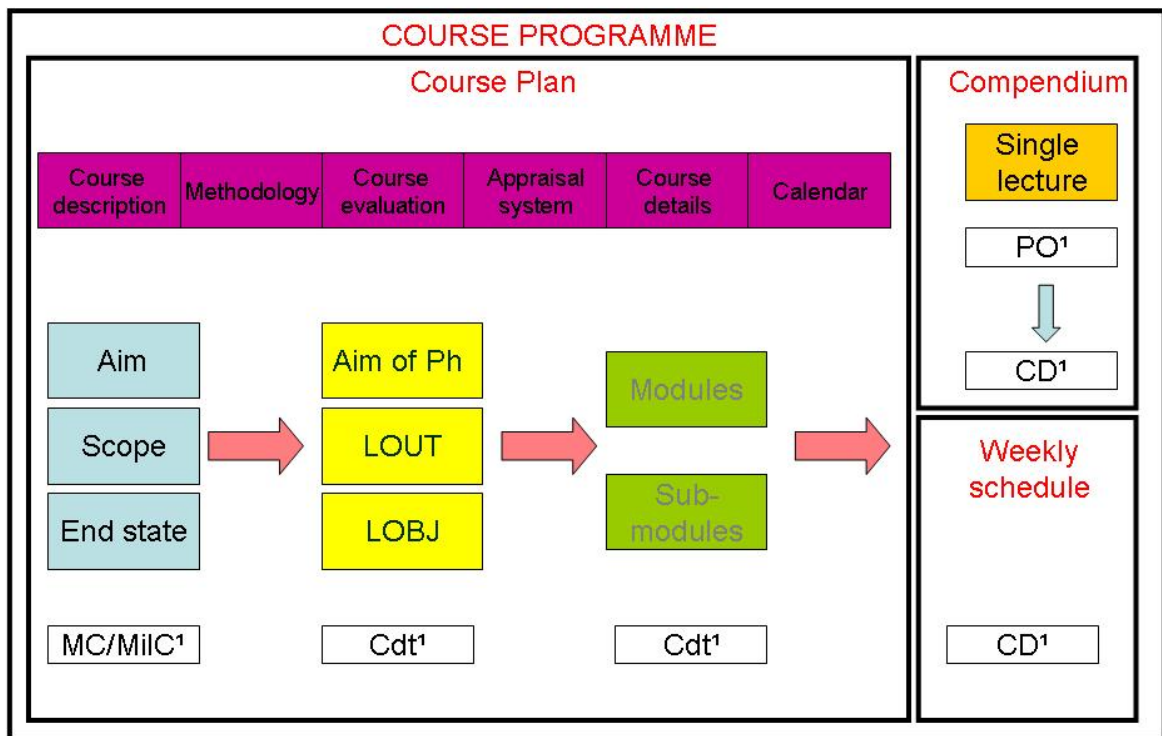
The Supreme Allied Command Transformation has noted that "the unique educational benefits of the Higher Command Studies Course ... meet educational standards within NATO and could be applied to good effect within the structure of our emerging NATO Education Network". The College has thus applied to Allied Command Transformation for inclusion of the course in the NATO Course Catalogue and is currently undergoing the ACT evaluation and accreditation process.

Chapter 2 - Educational Framework

201. Course Programme

The HCSC course documents, normally referred to as the Course Programme, consist of the Course Plan, Module Compendia and Weekly Schedules (see figure below). These documents cover all aspects related to the course and the curriculum.

The tasks, rules and norms of the Baltic Defence College are described in BALTDEFCOL Regulations and are not included in the Course Program.



¹ = Approval/change authority

MC: Ministerial Committee (Ministers of Defence of 3 BS) MiC: Military Committee (CHODs of 3 BS)
 Cdt: Commandant CD: Course Director HOD: Head of Department

a. Course Plan

The Course Plan is a description of the educational framework (methodology, course evaluation system, student appraisal system, etc) of the course, and curriculum information down to sub-module level. The current and authorised version of the Course Plan is published on the Internet (<http://www.bdcoll.ee>).

b. Module Compendia

The Module Compendia describe the curriculum down to the level of single lectures. These are the most detailed description of the curriculum content and are designed to be:

- reference documents for the student, outlining what will be taught and how to prepare for it.
- guidance documents for the Directing Staff members in the preparation of lectures.

The Module Compendia will be issued before the start of each module.

c. Weekly Schedule

The Weekly Schedule describes the HCSC timetable on a weekly basis and is issued two weeks in advance. Because of the nature of the course, the weekly schedule is liable to change and will be amended and re-issued as necessary.

202. Definitions

Course: A programme of education leading to a graduation diploma. BALTDEFCOL conducts the following courses on a regular basis: AICSC, JCGSC, HCSC and CSC.

Course Programme: A combination of the Course Plan, Module Compendia and Weekly Schedules.

Course Plan: A description of the educational framework and curriculum information down to sub-module level.

Curriculum: The educational content of a course.

Module Compendium: A document that describes the curriculum down to the level of single lectures. It is the most detailed description of the curriculum content.

Weekly Schedule: A weekly timetable of course activities.

Learning Outcome, LOU: Sets of measurable samples of behaviour necessary to achieve the aim of the Phases. Each Learning Outcome is broken down into Learning Objectives.

Learning Objective, LOBJ: Sets of measurable samples of behaviour necessary to achieve the Learning Outcomes.

Phase: A unit of study related by aims, endstates and learning objectives. Each Phase is broken down into modules.

Module: A unit of study related by topic. Each module is broken down into Sub-modules.

Sub-module: A Sub-module is a set of activities intended to meet a combination of Learning Objectives.

203. Abbreviations

AICSC	Army Intermediate Command and Staff Course
BALTDEFCOL	Baltic Defence College
BCG	Baltic Defence College Coordination Group
CD	Course Director
Cdt	Commandant
CSC	Civil Servants Course
DS	Directing Staff
ECTS	European Credit Transfer System
EXE	Exercise
FST	Field Study Trip
HCSC	Higher Command Studies Course
IRP	Individual Research Project
JCGSC	Joint Command and General Staff Course
LEC	Lecture
LED	Lecture Discussion
LOBJ	Learning Objective
LOUT	Learning Outcome
MC	Ministerial Committee
MiIC	Military Committee
SEP	Seminar – Plenary
SES	Seminar – Syndicate
TRP	Team Research Project
VSM	Visiting Senior Mentor
WSP	Workshop

Chapter 3 – Course Methodology

301. Learning Levels

Learning outcomes and learning objectives are framed in terms based on Bloom's Taxonomy of learning objectives, a classification that is used to define how well a skill or competency has been learned or mastered. A brief description of the levels of learning used by the HCSC is given below.

Level	Description	Example Process Verbs
1 Knowledge (recalling information)	Knowledge is the remembering and reproduction of previously learned material. While the student may 'know' a great deal of information, from specific facts to complete theories, all that is required at this level of learning is that the appropriate information can be brought to mind.	arrange, define, duplicate, label, list, memorise, name, order, recognise, relate, recall, repeat, reproduce, state
2 Comprehension (understanding information)	Comprehension is the ability to grasp the meaning of learned material. This level of learning may be demonstrated by the ability to reorganise material or translate it from one form to another, to interpret material (eg to explain or summarise), and to estimate future trends (to predict consequences or effects).	classify, describe, discuss, explain, express, identify, indicate, locate, recognise, report, restate, review, select, translate
3 Application (using information in a new situation)	Application is the ability to use learned material in new situations or to solve new problems. At this level of learning, a student will be expected to be able to apply appropriate rules, methods, concepts, principles, laws, and theories in circumstances that have not been encountered before.	apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, practise, schedule, sketch, solve, use, write
4 Analysis (separating information into parts for better understanding)	Analysis is the ability to break down material into its component parts so it may be better understood. Analysis may include the identification of parts, the analysis of the relationship between them, and the recognition of the principles upon which they are organised. Analysis requires an understanding of both the content and the structural form of the material.	analyse, appraise, calculate, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test

<p>5 Synthesis (building patterns from diverse elements)</p>	<p>Synthesis is the ability to put parts together to form a new whole. It is based on the results of analysis and involves the solution of new problems by the generation of ideas and their assembly to create a physical object, a written or oral communication, a design, a plan or a set of abstract relations (eg a model). Synthesis is a creative behaviour that emphasises the formulation of new patterns or structures.</p>	<p>arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organise, plan, prepare, propose, set up, write</p>
<p>6 Evaluation (judging the value of information)</p>	<p>Evaluation is the ability to judge the value of material for a given purpose, based on clearly defined criteria. At this level, the student will be able to use information gained through application, analysis and synthesis to make a valid judgement about a solution, or set of alternative solutions, to a problem. Solutions will be evaluated through the application of internal criteria (eg consistency, logical accuracy) and external criteria (eg usefulness, effectiveness, cost), which may be either determined by, or given to, the student.</p>	<p>appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate</p>

302. Learning Methods

a. Basic Approach

The HCSC learning methodology emphasises active learning and the full participation and contribution of all students in an open and positive environment. We do not seek to provide conclusive answers to the questions we study, but to inspire mature and capable people to open their minds to the difficulties and complexities of transformation and to develop their own approaches to the problems of adaptation to a new strategic environment. We thus place a high reliance on individual and group study and encourage students to share their knowledge, experience and learning with others. Students will be expected to think critically and analytically and will be required to research and present material on all aspects of the curriculum, which will be critiqued by Guest Lecturers and the College Directing Staff.

The main source materials for the course will be provided in the form of reading; and an extensive programme of lectures from a range of distinguished Guest Lecturers, who will provide most of the teaching. Each course module will have one or two Senior Mentors from outside the College who will provide the experience and the academic breadth and depth

necessary to achieve the objectives of the HCSC as well as monitor the work of the students, offer advice on how they might tackle tasks and contribute to the evaluation of their achievements.

b. Learning Formats

HCSC learning takes place within two basic formats:

Self-Study: time will be allocated for individual preparation for classes, for work on assignments, for reflection and for personal study – collectively referred to as self-study. Students should plan to spend an average of 3 hours each working day engaged in self-study.

Groups: to ensure the exchange of knowledge and perspectives, students will work in several group formats. Groups will be balanced as far as possible according to the background, experience, etc of their members. HCSC uses the following groups:

- **Plenary:** the entire course will convene in plenary.
- **Syndicate:** students will be divided into two syndicates whose composition will be fixed for the duration of the course.
- **Team:** for particular collective research tasks, students will be divided into teams of 3–5 members. Teams will not be fixed for the duration of the course – their membership will be shuffled in order to encourage the widest possible exchange of knowledge, views and experiences.
- **Staff:** for the force planning exercise, the course will be divided into three exercise staffs.

c. Learning Activities

HCSC defines the following as learning activities:

- **Reading:** There are three categories of reading:
 - **Preparatory reading:** preparatory reading is mandatory reading to be completed in advance of particular lectures, lecture-discussions and group work. Preparatory reading is intended to provide students with a deeper and more balanced understanding of the curriculum material.
 - **Required Reading:** required reading is mandatory reading to be completed in preparation for the course and during the course itself. This reading is considered essential for ensuring a deeper and more balanced understanding of the curriculum material, for understanding key concepts used during the course, and assisting students in accomplishing assigned tasks.

Each module will be supported by required reading.

- **Supplementary Reading:** supplementary reading is intended to provide additional insight into aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Students will have to make choices as to what they consider of value. The provision of a wide range of material is intentional.
- **Presentation:** the delivery of material to the course by a Guest Lecturer, Senior Mentor, or DS member.
- **Discussion:** the exchange of views in a group.
- **Tutoring:** a dialogue on the progress of an assigned task between students, and a Guest Lecturer, Senior Mentor, or a member of the DS.
- **Briefing:** the output of an assigned task, in the form of an oral and/or visual presentation by one or more students.
- **Feedback:** advice and criticism of the output of an assigned task by a Guest Lecturer, Senior Mentor, member of the DS, or other students.
- **Written Paper:** the output of an assigned task, in written form.
- **Teamwork:** collective work on an assigned task.

d. Learning Methods

The following combinations of activities and formats have been defined as course learning methods:

Code	Learning Method	Description
LEC	Lecture	This learning method consists of: preparatory reading (10-20 pages); one or two presentations (45-60 minutes); and a plenary discussion with the presenter(s) (30-45 minutes) – one classroom period (1½ hours) in total. Lectures are intended to deal with more basic material that is not very well suited to group discussion.
LED	Lecture-Discussion	This learning method consists of: preparatory reading (10-20 pages); one or two presentations (45-60 minutes); a syndicate discussion of the presented material and related preparatory reading (60-75 minutes); and a plenary discussion with the presenter(s) (45-60 minutes) – two classroom periods (3 hours) in total. The syndicate discussions are intended to encourage the students to consider the material at a higher cognitive

		level and to formulate more considered and effective questions for the presenters. They are chaired, in rotation, by a student, who will be expected to carry out additional work in preparation for this role and to report on the syndicate discussion in the closing plenary session.
WSP	Workshop	This learning method describes a more interactive engagement between students and a Guest Lecturer, Senior Mentor or member of the Directing Staff. It may cover several classroom periods and will include a mixture of some or all of preparatory reading, presentation, discussion, tutoring, teamwork, briefing and other practical activities.
TRP	Team Research Project	This learning method provides the students with an opportunity to examine curriculum material at a higher level through the collective analysis of a historical scenario, research question, case study or other appropriate activity. A Team Research Project is carried out by student teams and consists of: required reading; teamwork; tutoring and the preparation of a written paper summarising findings (200-500 words). This paper should be distributed to the staff and other students 24 hours before the Seminar-Plenary which will consider the team's findings.
SEP	Seminar – Plenary	This learning method provides the students with the opportunity to present the findings and results of their Team Research Projects, and to receive feedback. The seminar consists of: briefing (30 minutes); questions and answers, feedback and plenary discussion, chaired by a member of the team (60 minutes) – one classroom period (1½ hours) in total.
IRP	Individual Research Project	This learning method provides the students with an opportunity to produce a piece of written work, requiring detailed research and the preparation of an interpretative or persuasive essay applying academic standards. It consists of: required reading; tutoring and a written paper, which should be distributed to the staff and other students 24 hours before the Seminar-Syndicate which will consider the student's findings.
SES	Seminar-Syndicate	This learning method provides the students with the opportunity to present the findings and results of their Individual Research Projects, and to receive feedback. A seminar consists of: briefing (10 minutes); feedback from an appointed student (5-10 minutes) and syndicate discussion chaired by the appointed student (20-25 minutes) – half a classroom period (45 minutes) in total.
EXE	Exercise	This learning method provides the students with the opportunity to carry out strategic level tasks in a simulated setting.
FST	Field Study Trip	This learning method, a collective visit to agencies

		outside the College, is intended to underpin theoretical learning through lectures and discussions with practitioners at their place of work.
--	--	---

303. Chatham House Rule

To allow Guest Lecturers, Senior Mentors and students to speak candidly and to encourage freedom of discussion, HCSC offers its assurance that statements made during the course will be non-attributable. Unless otherwise noted all HCSC teaching takes place under the Chatham House Rule, which states:

"When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed".

Source: Royal Institute of International Affairs

Chapter 4 – Course Organisation

401. Role and Organisation of Directing Staff

a. Course Director (CD)

The Course Director of the Higher Command Studies Course (CD HCSC) is directly responsible to the Commandant for the development, planning and execution of the course. The CD HCSC is supported by the HCSC Planning Section, which comprises a Senior Mentor, two part time civilian Academics, and three Planning Officers.

b. Senior Mentor

The Senior Mentor position is not a permanent one; different subject matter experts are appointed for most of the course modules and are known, during their stay at the College as Visiting Senior Mentors (VSM). The core functions of the VSMs are to tutor and mentor the students' work, to offer advice on how they might tackle particular tasks and what resources they might use, and to assist with the evaluation of the students' achievements. They will observe and participate in the students' discussions and will lecture on curriculum topics. They will also assist with the evaluation of the course.

c. Academics

The main roles of the Academics are to contribute to the development of the HCSC curriculum and Course Plan and to provide teaching and other academic functions for the HCSC.

d. Planning Officers

The main roles of the Planning Officers are to contribute to the planning, execution and evaluation of the HCSC, and to arrange and provide, in coordination with the College's Course Office, all necessary administrative support. They will also be responsible for meeting and hosting Guest lecturers.

402. Student Organisation

a. Class Leader

The students will elect one of their member to be Class Leader.

The Class Leader is the student voice and represents the course in all issues, both educational and those related to the social life of the students. He/she will disseminate information to the students and act as the focal point in collecting the views of the course on significant issues and passing opinions to the Course Director and staff members. This includes organising and conducting the course feedback session at the end of the course (see Chapter 7).

b. Syndicate Leader

Each syndicate will elect one of their members to be Syndicate Leader.

The Syndicate Leaders will be responsible for representing the views of the syndicates, and for organisational and administrative issues related to the syndicates, in particular for organising and conducting module feedback sessions (see Chapter7). The Syndicate Leader will also be responsible for organising the Syndicate members to carry out the rotational tasks of Syndicate Chair and Class Assistant.

- **Syndicate Chair:** The Syndicate Chair is responsible for preparing and chairing the Syndicate discussion activity of a Lecture-Discussion.
- **Class Assistant:** The Class Assistant is responsible for introducing Guest Lecturers to, and expressing thanks to them on behalf of, the course. The Class Assistant should also ensure that the lecture room is properly prepared for and tidied after plenary sessions.

c. Staff Leader

Two weeks prior to the force planning exercise, the Course Director will appoint one of the students from each Staff to be Staff Leader. The Staff Leader will be responsible for the conduct of the exercise by his/her Staff.

d. Team Leader

For each TRP, students will select a Team Leader who will be responsible for organising the conduct of the project.

Chapter 5 - Course Aim

501. Aim

The aim of the Higher Command Studies Course is to prepare military and civilian defence officials, at NATO OF-4/5 level or equivalent, to be ready to initiate, lead, and implement transformation in the defence institutions of their own states, NATO and the EU in the context of current and future military operations.

502. Endstate

The course will provide its graduates with the knowledge and tools to:

- recognise the need for and challenges of transformation in national and international defence institutions;
- initiate, lead and manage major transformation programmes and;
- assume command assignments at the operational level and major planning positions at strategic level.

503. Scope

The course is not addressed at specific functional areas, but has been developed to provide a broad understanding of the leadership and management of defence transformation programmes, both in national structures, and in NATO and the EU. The curriculum also covers issues related to the nature of modern conflict, and to higher-level decision-making and strategy and policy formulation. It places a particular emphasis on the issues and problems facing small and medium-sized states.

The course is divided into phases that build upon each other in support of the overall course aim. There are three phases:

- Phase 1 - The Need for Change
- Phase 2 - The Response
- Phase 3 - The Tools for Change

Chapter 6 – Course Curriculum

601. Phase 1: The Need for Change

a. Aim of the Phase 1

The aim of Phase 1 is to develop an ability to understand changes in the security environment and evolving ideas on the use of military power as drivers of defence transformation.

b. Learning Outcomes

Serial	Learning Outcome	Learning Level
1.1	Understand the principles of strategic thinking, leadership and defence transformation	2
1.2	Analyse the implications of contemporary strategic thinking for our defence institutions	4
1.3	Evaluate the potential impact of developing strategic and security issues on our defence institutions	6
1.4	Develop lessons from the conflicts that have engaged our armed forces in the post-Cold War period	4
1.5	Analyse the nature of the conflicts that our armed forces may face at the beginning of the 21 st century	4
1.6	Analyse key strategic aspects of the planning and conduct of 21 st century operations	4

c. Learning Objectives

Serial	Learning Outcome (LOUT)	Objective Serials	Learning Objective (LOBJ)	Learning Level
1.1	Understand the principles of strategic thinking, leadership and defence transformation	1.1.1	Understand the requirements for and nature of work at the strategic level	2
		1.1.2	Understand the range of leadership styles that might be applied to transformation programmes	2
		1.1.3	Analyse own leadership and teamworking skills and develop course cohesion	4
		1.1.4	Understand the nature of defence transformation	2
1.2	Analyse the implications of contemporary strategic thinking for our defence institutions	1.2.1	Understand the main concepts and trends of contemporary strategic thinking	2
		1.2.2	Analyse the potential impact of contemporary strategic	4

Serial	Learning Outcome (LOUT)	Objective Serials	Learning Objective (LOBJ)	Learning Level
			thinking on the character and employment of our armed forces	
1.3	Evaluate the potential impact of developing strategic and security issues on our defence institutions	1.3.1	Analyse developing strategic and security issues	4
		1.3.2	Evaluate the potential impact of developing strategic and security issues on the character and employment of our armed forces	6
1.4	Develop lessons from the conflicts that have engaged our armed forces in the post-Cold War period	1.4.1	Analyse the political, strategic and operational aspects of recent and current conflicts	4
		1.4.2	Formulate lessons from our engagement in recent and current conflicts	5
1.5	Analyse the nature of the conflicts that our armed forces may face at the beginning of the 21 st century	1.5.1	Understand the different types of conflict that exist at the beginning of the 21 st century	2
		1.5.2	Analyse the potential impact of this range of conflicts on the character and employment of our armed forces	4
1.6	Analyse key strategic aspects of the planning and conduct of 21 st century operations	1.6.1	Understand the principles and phases of campaign planning	2
		1.6.2	Understand the wider aspects of 21 st century operations of particular concern to the strategic leader	2
		1.6.3	Analyse the role of the strategic leader in 21 st century operations	4

d. Phase 1 – Modules and Sub-Modules

The Phase 1 activities have been grouped into **3 modules** as follows:

Code	Module	Sub-Modules
101	Leadership and Transformation	1011 - Course Foundation 1012 - Leadership Styles
102	21 st Century Security Trends	1021 - Contemporary Strategic Thinking 1022 - Global Security Issues 1023 - Global Security Actors
103	21 st Century Armed Conflict and Operations	1031 - Nature of conflict 1032 - Response to conflict 1033 - Recent and current operations 1034 - Key strategic aspects of operations

e. Phase 1 – Aim and Content of the Modules and Sub-Modules

Module 101 : Leadership and Transformation							
Aim:		To explore the role of the strategic leader in defence transformation.					
Module duration:							
Learning Level:		4					
Sub-Modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
1011	Course Foundation	To lay a foundation for the remainder of the course.	1.1.1	Introduction to BALTDEFCOL and HCSC	LEC/LED		2
			1.1.4	Work at the strategic level			
				Defence Transformation			
1012	Leadership Styles	To consider the nature of strategic leadership and build course cohesion.	1.1.2 1.1.3	Strategic Leadership	LEC/LED WSP		4

Module 102: 21st Century Security Trends							
Aim:		To develop an ability to understand key global and regional security issues as drivers of defence transformation					
Duration:							
Learning Level:		6					
Sub-modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
1021	Contemporary Strategic Thinking	To review contemporary strategic thinking and its implications for our armed forces.	1.2.1 1.2.2	War in the 21 st century The uses of military power	LEC/LED		4
1022	Global Security Issues	To explore major global trends and their implications for our armed forces.	1.3.1 1.3.2	Overview of global security trends and their implications for our armed forces Globalisation Societal change and the armed forces Studies of global security trends and their implications for defence, eg Energy security Environmental change and security Demographic trends and security Economy and security Developments in international law and security Extremist ideologies and security Non-state actors and security The 21 st century state and security Privatisation of conflict Proliferation and security Technology and security	LEC/LED IRP/SES		6
1023	Global Security Actors	To review the main state actors in global security and some key regional security challenges	1.3.1 1.3.2 2.1.2 2.1.3	Transatlantic security Major state players Challenges of selected regions	LEC/LED		2

Module 103: 21st Century Armed Conflict and Operations							
Aim:		To explore the nature of conflict that might engage our armed forces today and tomorrow.					
Duration:							
Learning Level:		5					
Sub-modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
1031	Nature of conflict	To explore the diverse nature of 21 st century conflict.	1.4.1. 1.4.2. 1.5.1. 1.5.2.	Overview of contemporary nature of conflict Fourth Generation Warfare (4GW) Low Intensity Conflict (LIC) Terrorism/counter-terrorism Insurgency/Counter insurgency	LEC/LED		5
1032	Response to conflict	To explore our response to the changing nature of conflict.	1.4.1. 1.4.2. 1.5.1. 1.5.2.	Expeditionary operations Effect Based Approach to Operations (EBAO) Joint and Multinational Operations Peace Support Operations (PSO), Humanitarian operations & Nation-building Evolution of NATO and EU operational planning procedures Campaign planning	LEC/LED		5
1033	Recent and current operations	To underpin our understanding through consideration of recent and current conflicts.	1.4.1. 1.4.2. 1.5.1. 1.5.2. 1.6.1. 1.6.2. 1.6.3.	Operations in the Balkans Operations in Afghanistan Operations in Iraq Operations in Africa Lessons learned from operations	TRP/SEP LEC/LED		5
1034	Key strategic aspects of operations	To explore issues that have particular relevance at the strategic and operational levels of command.	1.6.1. 1.6.2. 1.6.3.	Civil-Military Cooperation (CIMIC) Decision making Civil-Military relations Media Strategic leadership in operations	LEC/LED WSP		4

602. The Phase 2: The Response

a. The Aim of the Phase 2

The aim of Phase 2 is to develop an ability to assess the progress made in defence transformation efforts.

b. Learning Outcomes

Serial	Learning Outcome	Learning Level
2.1	Evaluate the transformation achievements of NATO and the EU	6
2.2	Evaluate the transformation achievements of individual states	6
2.3	Analyse the approaches taken at the strategic level by individual states, NATO and the EU to plan and implement defence transformation	4

c. Learning Objectives

Serial	Learning Outcome (LOUT)	Objective Serials	Learning Objective (LOBJ)	Learning Level
2.1	Evaluate the transformation achievements of NATO and the EU	2.1.1	Evaluate the progress of NATO and the EU's transformation efforts and the role of their transformational structures	6
		2.1.2	Analyse European and transatlantic security cooperation and its contribution to overall transformation efforts	4
		2.1.3	Understand the goals and challenges of NATO and the EU's partnership efforts	2
2.2	Evaluate the transformation achievements of individual states	2.2.1	Understand the existing defence policies, structures and plans of participating states	2
		2.2.2	Evaluate the transformation ambitions, processes and progress of individual states	6
		2.2.3	Analyse the role of the strategic leader in pursuing transformation at the national level	4
2.3	Analyse the approaches taken at the strategic level by individual	2.3.1	Understand the challenges of defence and force planning in preparing armed forces for a wide spectrum of missions	2

	states, NATO and the EU to plan and implement defence transformation	2.3.2	Analyse strategic level planning processes in NATO and EU	4
		2.3.3	Analyse defence planning in individual states	4

d. Phase 2 – Modules and Sub-Modules

The Phase 2 activities have been grouped into **2 modules** as follows:

Code	Module	Sub-Modules
201	Transformation of Defence Structures – NATO, EU and Nations	2011 – Transformation in NATO 2012 – Development of the European Security and Defence Policy (ESDP) 2013 – NATO – EU Co-operation 2014 – National Defence Transformation 2015 – Partnerships
202	Defence and Force Planning	2021 – Defence and Force Planning in NATO 2022 – Defence and Force Planning in the EU 2023 – NATO EU cooperation in defence and force planning 2024 – Defence and Force Planning in individual states

e. Phase 2 – Aim and Content of the Modules and Sub-Modules

Module 201 : Defence Transformation - NATO, EU and Nations							
Aim:		To explore transformation in defence institutions, their member states and partner states					
Module duration:							
Learning Level:		6					
Sub-Modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
2011	Transformation in NATO	To review NATO's transformation	2.1.1 2.1.2 2.1.3.	Overview of NATO's policies, global ambitions and activities	LEC/LED TRP/SEP FST		6
				Ongoing transformation and its structures: Allied Command Transformation (ACT), Joint Analyses and Lessons Learned Centre (JALLC), Joint Warfare Centre (JWC), Joint Force Training Centre (JFTC).			
				NATO's educational institutions: NATO Defence College (NDC), NATO School in Oberammergau			
				Allied Command Operations (ACO/ SHAPE)			
				NATO's Response Force (NRF) and its development			
				New members' perspectives – the Baltic states			
				Challenges to and future of NATO transformation			
2012	Development of the European Security and Defence Policy (ESDP)	To explore the development of ESDP	2.1.1 2.1.2 2.1.3.	Overview of the EU's foreign, security and defence policies	LEC/LED TRP/SEP FST		6
				EU military operations			
				European Union structures: EU Military Staff (EUMS) and European Defence Agency (EDA)			
				European Union Battle Groups (EUBG) and their development			

BALTDEFCOL UNCLASSIFIED

				Challenges to and future of EU development			
2013	NATO – EU Co-operation	To explore the coordination of transformational efforts between NATO and EU	2.1.1	NATO-EU co-operation in security and defence issues	LEC/LED FST		6
			2.1.2 2.1.3. 2.3.2	Co-operation in the field – operational experience (SHAPE – EU cooperation)			
2014	National Defence Transformation	To explore transformation in individual states	2.2.1 2.2.2 2.2.3 2.3.1. 2.3.3.	Transformation in the Baltic states	LEC/LED TRP		6
				Transformation in the USA			
				Transformation in medium-sized states (eg Denmark, Netherlands, Finland, and Czech Republic.)			
				Defence policies, structures and plans of the participating states			
				Leadership and management of national transformation programmes			
				Member-states transformation and its linkages to the transformations in NATO and EU			
2015	Partnerships	To review NATO's and the EU's major 'partnership' activities	2.1.2. 2.1.3. 2.3.2.	NATO/EU and Russia	LEC/LED TRP FST		4
				NATO/EU and Ukraine			
				NATO Partnership for Peace, Mediterranean Dialogue and Global Partnerships			
				EU in the world			
				Partner nations' transformation and its linkages to the transformations in NATO and EU			

Module 202: Defence and Force Planning							
Aim:		To explore the principles of defence and force planning adopted by defence institutions, their member states and partner states in response to the need for change					
Module duration:							
Learning Level:		6					
Sub-modules		Aim of sub-module	Supported	Content	Methods	Duration	Learning level
Code	Title						
2021	Defence and force planning in NATO	To review NATO's defence and force planning processes	2.1.1 2.3.1 2.3.2	Comprehensive Political Guidance	LEC/LED		6
				Levels of Ambition (LoA), defence spending, common programmes			
				NATO defence and force planning - methodology, procedures & content			
				Force Proposals and Force Goals – development and implementation			
2022	Defence and force planning in the EU	To review the EU's defence and force planning processes	2.1.1 2.3.1 2.3.2	Headline goal process	LEC/LED		6
				EU defence and force planning procedures and structures involved			
				Capability development in the EU			
2023	NATO - EU cooperation in defence and force planning	To explore cooperation between NATO and the EU in defence and force planning	2.1.1 2.1.3. 2.3.2	Cooperation between NATO and the EU in defence and force planning	LEC/LED		6
2024	Defence and force planning in individual states	To explore defence and force planning in individual states	2.1.1 2.1.2 2.1.3 2.2.1 2.2.2 2.3.1. 2.3.2 2.3.3	The USA	LEC/LED TRP/SEP		6
				Major European state, eg UK			
				Medium sized state, eg Norway and Finland			
				Central Eastern European state, eg Hungary			
				Baltic state, eg Latvia			
				Partner state, eg Ukraine			

603. The Phase 3: The Tools for Change

a. The Aim of the Phase 3

The aim of Phase 3 is to develop an ability to choose and apply tools that might be used to support defence transformation

b. Learning Outcomes

Serial	Learning Outcome	Learning Level
3.1	Apply principles of strategy creation	4
3.2	Apply principles and tools for converting strategic level political and military direction into practical effect	2
3.3	Evaluate force structures for individual states	6
3.4	Evaluate the successes and failures of historical defence transformation efforts	6
3.5	Evaluate potential directions of further defence transformation in individual states	6

c. Learning Objectives

Serial	Learning Outcome (LOUT)	Objective Serial	Learning Objective (LOBJ)	Learning Level
3.1	Apply principles of strategy creation	3.1.1	Analyse processes and products of strategy formulation	4
		3.1.2	Apply strategy formulation tools	3
3.2	Apply principles and tools for converting strategic level political and military direction into practical effect	3.2.1	Apply strategic management tools	3
		3.2.2	Understand resource constraints on strategic planning	2
		3.2.3	Apply change management tools	3
3.3	Evaluate force structures for individual states	3.3.1	Analyse the security and defence policies of individual states	4
		3.3.2	Evaluate the existing force structures of individual states	6
		3.3.3	Recommend improvements to the force structures of individual states	5
3.4	Evaluate the successes and failures of historical	3.4.1	Evaluate the outcomes of historical transformation efforts	6

	defence transformation efforts	3.4.2	Evaluate the role, style and techniques of leaders of historical transformation efforts	6
3.5	Evaluate potential directions of further defence transformation in individual states	3.5.1	Evaluate the transformation ambitions, processes and progress of participating states	6
		3.5.2	Propose further transformation efforts, based on the knowledge and skills acquired during the course	5

d. Phase 3 – Modules and Sub-Modules

The Phase 3 activities have been grouped into **4 modules** as follows:

Code	Module	Sub-Modules
301	Formulating Strategy	3011 - Introduction to strategy 3012 - Strategy formulation 3013 - Strategy application
302	Implementing Strategy	3021 - Strategic Management 3022 - Strategy and Resources 3023 - Change Management
303	Force Planning Exercise: “BALTIC DREAM”	3031 - Exercise Introduction 3032 - Force Planning Exercise: Baltic Dream Pt I 3033 - Force Planning Exercise: Baltic Dream Pt II
304	Future of Transformation	3041 - Defence transformation in history 3042 - Defence transformation in participating states

e. Phase 3 – Aim and Content of the Modules and Sub-Modules

Module 301 : Formulating Strategy							
Aim:		To explore the principles of strategy formulation and its application within international organisations and individual states					
Module duration:							
Learning Level:		4					
Sub-Modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
3011	Introduction to Strategy	To examine the concepts and tools of strategy formulation and the interaction between national and international systems	3.1.1 3.2.2	Actors and their interests	LEC/LED WSP		4
				Overview of the concepts and tools			
				Strategy formulation - ends, ways and means model			
				Strategic constraints			
3012	Strategy formulation	To explore strategy formulation and its outcomes in international organisations and individual states	3.1.1 3.1.2	NATO and EU strategic concepts	LEC/LED		4
				The USA			
				Central and Eastern European States			
3013	Strategy application	To synthesise theoretical concepts and propose strategies for European states	3.1.1 3.1.2	Baltic Sea regional state	TRP/SEP		4
				West European state			
				Commonwealth of Independent States (CIS) state			
				Balkans region state			

Module 302 : Implementing Strategy							
Aim:		To develop an awareness of and to practise using tools and techniques for implementing strategy					
Module duration:							
Learning Level:		3					
Sub-Modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
3021	Strategic Management	To develop an awareness of and to practise using some of the techniques and tools of strategic management	3.2.1	Strategic management in the private and public sectors	WSP		3
				Strategic management tools and techniques			
3022	Strategy and Resources	To develop an understanding of resource issues that need to taken into account in strategic planning	3.2.2	Financing strategy	LEC		2
				Alliance burden sharing			
3022	Change Management	To develop an awareness of and to practise using some of the techniques and tools of change management	3.2.3	Introduction to change management	WSP		3
				Change management tools and techniques			

Module 303 : Force Planning Exercise: “BALTIC DREAM”							
Aim:		To develop, through practical experience, an understanding of the purpose and value of a structured approach to long term force planning					
Module duration:							
Learning Level:		6					
Sub-Modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
3031	Exercise Introduction	To introduce the national security strategies and military strategies and structures of the three Baltic States, and NATO’s best practice force development model.	3.3.1	Introduction to NATO best practice model	LEC FST		4
			3.3.2	Data gathering			
3032	Force Planning Exercise: Baltic Dream Pt I	To analyse the national security strategies and military strategies and structures of the three Baltic states.	3.3.1	National security policy analysis	EXE		4
			3.3.2	Military strategy analysis			
				Current force structure modelling			
3033	Force Planning Exercise: Baltic Dream Pt II	To develop planning skills and to employ a scenario-based force development process in order to propose force structures for the three Baltic states	3.3.2	Mission risk analysis	EXE		6
				Current force structure assessment			
			3.3.3	Scenario development			
				Development of future force structures			

Module 304 : Future of Transformation							
Aim:		To develop an understanding of the possible future direction of defence transformation efforts					
Module duration:							
Learning Level:		6					
Sub-Modules		Aim of sub-module	Supported LOBJs	Content	Methods	Duration	Learning level
Code	Title						
3041	Defence transformation in history	To use historical case studies to develop an understanding of factors that may contribute to success and failure of transformation and its leadership	3.4.1 3.4.2	Historical studies of structural transformation, eg The RAF in the 1930s The US Army Air Corps in the 1930s The French Air Force in the 1930s The USMC 1934-1944 The German military in the interwar period The US Army in interwar Period The Red Army 1937-1941 The French army in the interwar period The British Army in the interwar period US Naval Aviation 1919-1941	LEC/LED IRP SES		6
3042	Defence transformation in participating states	To consolidate the knowledge gained during the course by assessing the progress of defence transformation efforts in participating states and proposing further steps	3.5.1 3.5.2	Historical studies of the leadership of change, eg DePuy et al Dowding Fisher McNamara Quesada Rickover Scharnhorst et al Slim Templer Tukhachevsky	SEP		6

Chapter 7 – Course Evaluation

701. Course Evaluation Process

a. General

The current curriculum of the HCSC is the product of four years of development, assimilation of lessons from previous courses and the introduction of best practice from other military education institutions. It reflects the attitudes and beliefs of a large number of dedicated professionals from a number of countries who have attended the course or served as Directing Staff members or Senior Mentors. As a result, the HCSC curriculum reflects important recent developments in the security environment and in the transformational efforts of defence institutions.

Curriculum development is, however, a continuous process involving the review of the current course programme and the planning, development production and distribution of new or revised material.

BALTDEFCOL will seek to ensure that the curriculum is always relevant, effective, and able to react to new challenges.

b. Evaluation and Validation

The College has established a course evaluation process to measure the level of achievement towards the course learning objectives.

Evaluation is an internal process that seeks to ensure the effectiveness and efficiency of an educational course.

- A course is effective to the extent that the student has achieved the set learning objectives.
- A course is efficient to the extent that methods, material and resource expenditure are optimised.

Validation is an external assessment of the relevance and standard of a course. The Baltic nations carry out a continuous validation of BALTDEFCOL courses. Validation can also be initiated by the Commandant.

702. Course Evaluation System

In order to improve and develop the course, HCSC uses an evaluation system involving the students and those members of the Directing Staff involved in the planning of the course and in the delivery of the teaching. The system aims to ensure that changes required in both the short-term and long-term perspective are captured.

The HCSC is evaluated regularly by its students. The Course Evaluation System consists of four separate parts: Lecturer Feedback; Module Feedback; Course Feedback and After Action Evaluation. The first three use internal evaluation forms created by the College; the last follows the draft form created by Allied Command Transformation.

a. Lecturer Feedback

The objective of Lecturer Feedback is to receive immediate student feedback on lecturers addressing the course, both on the content of the lecture and the performance of the presenter. Forms are completed electronically using the College's Intranet and should be submitted individually three working days after the end of each Module. A sample Lecturer Feedback form is attached at Annex A.

b. Module Feedback

The objective of Module Feedback is to receive immediate student feedback on each module in order to monitor the learning process and to make any necessary adjustments to the ongoing course. Module Feedback requires the students to evaluate both the content and execution of each module. This is done collectively in Syndicates with the Syndicate Leader being responsible for the organisation of the necessary discussion and the submission of the feedback form. Forms are completed electronically using the College's Intranet and should be submitted three working days after the end of the Module. A sample Module Feedback form is attached at Annex B.

c. Course Feedback

The objectives of Course Feedback are to obtain the students' overall assessment of the course, the extent to which it fulfilled its aims and its strengths and weaknesses, and to receive recommendations on the areas that need improvement and more attention in the future. Course Feedback, which takes place at the end of the HCSC, consists of two parts – individual feedback submitted by every student and subsequent discussion and preparation of a joint briefing by the students. A sample Course Feedback form is attached at Annex C.

d. After Action Evaluation

The objective of After Action Evaluation is to gain the students' views about the course a short time after graduation, in particular how their participation had met the requirements of their current position. This evaluation is carried out in accordance with SACT DIR 75-6 Annex B and should be submitted by the students three months after graduation. A sample After Action Evaluation form is attached at Annex D.

Annex B: Module Feedback Form

Module Feedback Form

This form is to be completed in Syndicates within 3 (three) working days after the end of the Module.

Syndicates are to provide an overall assessment of the module and consider how each of the areas listed in the table below contributed to the achievement of its objectives. Syndicates should provide both a numerical score and written remarks in each case.

Module:	Responding Syndicate:
	Date:

Areas to be Assessed	POOR				EXCELLENT				Remarks
	1	2	3	4	5	6	7	8	
Overall impression of the module (value, content, balance, relevance to course etc)?									
Were the objectives achieved?									
Contribution of:									
Lecturing									
Assignments (if any)									
Tutoring/mentoring									
Reading materials									
Any other comments	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>								

Annex C: Course Feedback Form

Course Feedback Form

The objectives of Course Feedback are to obtain the students' overall assessment of the course, the extent to which it fulfilled its aims, and its strengths and weaknesses and to receive recommendations on the areas that need improvement and more attention in the future. This will be taken into account in preparing the next HCSC.

Please provide both a numerical score and a written comment in answer to each question.

Student:
Date:

1. ASSESSMENT OF THE COURSE OBJECTIVES AND CONTENT

a. General assessment

Areas to be Assessed	Poor				Excellent				Remarks
	1	2	3	4	5	6	7	8	
Overall impression of the course (value, content, balance, relevance etc)?									
Was the course aim achieved?									
Course curriculum and structure?									
Course length?									

Other Comments:

b. Assessment of modules

Module	Learning Outcome	Mark (1-8)	Comments (Contribution to the course, strengths and weaknesses, recommendations for improvement)
M101 – Leadership and Transformation	Understand the principles of strategic thinking, leadership and defence transformation		
M102 – 21 st Century Security Trends	Analyse the implications of contemporary strategic thinking for our defence institutions		
	Evaluate the potential impact of developing strategic and security issues on our defence institutions		
M103 – 21 st Century Armed Conflict and Operations	Develop lessons from the conflicts that have engaged our armed forces in the post-Cold War period		
	Analyse the nature of the conflicts that our armed forces may face at the beginning of the 21 st century		
	Analyse key strategic aspects of the planning and conduct of 21 st century operations		
M201 – Defence Transformation in NATO, EU and States	Evaluate the transformation achievements of NATO and the EU		
	Evaluate the transformation achievements of individual states		
M202 – Current Defence and Force Planning	Analyse the approaches taken at the strategic level by individual states, NATO and the EU to plan and implement defence transformation		
M301 – Strategy Formulation	Apply principles of strategy creation		
M302 – Implementing Strategy	Apply principles and tools for converting strategic level political and military direction into practical effect		
M303 – Force Planning Exercise: Baltic Dream	Evaluate force structures for individual states		
M304 – Future of Transformation	Evaluate the successes and failures of historical defence transformation efforts		
	Evaluate potential directions of further defence transformation in individual states		

2. ASSESSMENT OF THE TEACHING AND ADMINISTRATION

a. Assessment of methodology

Areas to be Assessed	Poor				Excellent				Remarks
	1	2	3	4	5	6	7	8	
Overall impression?									
Value and contribution of the learning methods?									
<i>Lectures and Lecture-Discussions</i>									
<i>Team Research Projects</i>									
<i>Individual Research Projects</i>									
<i>Seminars</i>									
<i>Workshops</i>									
<i>Exercise</i>									
<i>Reading materials</i>									
<i>Field Study Trips</i>									
<i>Self Study</i>									
Balance of learning methods?									
Value and relevance of pre-course reading?									
How do you rate the workload throughout the course?									
How did you find the Syndicate and Team compositions and the shuffling of the members during the course?									

Other Comments:

b. Assessment of teaching

Areas to be Assessed	Poor				Excellent				Remarks
	1	2	3	4	5	6	7	8	
Overall, how would you rate?									
<i>Contribution and dedication of Directing Staff</i>									
<i>Academic Mentoring and tutoring by Senior Mentors</i>									
<i>Lecturing and commentating by the Guest Lecturers</i>									
<i>Student participation</i>									
System for student organisation and duties?									
Were you satisfied with the College's response to any question, problem or recommendation?									

Other Comments:

c. Assessment of administrative support

Areas to be Assessed	Poor				Excellent				Remarks
	1	2	3	4	5	6	7	8	
How do you rate support to the course?									
<i>Travel arrangements, visa, etc.</i>									
<i>Living quarters, their equipment and quality</i>									
<i>Teaching facilities</i>									
<i>Meals and College canteen</i>									
<i>Sports and Culture facilities</i>									
<i>Information Technology Support</i>									
<i>Library</i>									
<i>Life in Tartu?</i>									

Other Comments:

3. OVERALL ASSESSMENT

Areas to be Assessed	Poor				Excellent				Remarks
	1	2	3	4	5	6	7	8	
Do you feel you have gained new skills and knowledge?									
Do you believe the things you have learned will help you in your future career?									
Did you enjoy the course?									
Were your expectations met?									

Other Comments:

4. RECOMMENDATIONS (How we can improve the curriculum, organisation and conduct of the course?)

5. THE TOP 5 GUEST LECTURERS

6. THE BOTTOM 5 GUEST LECTURERS

7. ANY OTHER COMMENTS

Annex D: After Action Evaluation Form

After Action Evaluation Form

This questionnaire need to be completed by students 3 month after the end of the course and is designed to gain your personal views on the education/training that you have received. Your views are vital in ensuring that education and training is meeting the requirements of user units, so please take the time to complete this questionnaire.

1. Please assess the course in terms of:

	Poor					Excellent		
	1	2	3	4	5	6	7	8
The course met my expectations								
The course learning objectives were clear								
All the course objectives were achieved								

2. Please assess the course Learning Outcomes:

	Poor					Excellent		
	1	2	3	4	5	6	7	8
Understand the principles of strategic thinking, leadership and defence transformation								
Analyse the implications of contemporary strategic thinking for our defence institutions								
Evaluate the potential impact of developing strategic and security issues on our defence institutions								
Develop lessons from the conflicts that have engaged our armed forces in the post-Cold War period								
Analyse the nature of the conflicts that our armed forces may face at the beginning of the 21 st century								
Analyse key strategic aspects of the planning and conduct of 21 st century operations								
Evaluate the transformation achievements of NATO and the EU								
Evaluate the transformation achievements of individual states								
Analyse the approaches taken at the strategic level by individual states, NATO and the EU to plan and implement defence transformation								
Apply principles of strategy creation								
Apply principles and tools for converting strategic level political and military direction into practical effect								
Evaluate force structures for individual states								
Evaluate the successes and failures of historical defence transformation efforts								
Evaluate potential directions of further defence transformation in individual states								

3. Is your present job relevant to the objectives of the course?

YES

NO

*IF YOU ANSWERED **NO**, PLEASE IGNORE QUESTIONS 4 TO 7 AND PROCEED DIRECTLY TO QUESTION 8*

4. Did the course fully prepare you for the tasks of your job?

*IF **NO** PLEASE COMMENT*

5. Based on the tasks that you carry out in your job, are there any additional learning objectives that should be added to the course?

*IF **YES** PLEASE LIST HIGH LEVEL LEARNING OBJECTIVES THAT YOU FEEL SHOULD BE INCLUDED AND ANNOTATE THEM AS "NEED TO HAVE" OR "NICE TO HAVE"*

7. Were there any unnecessary learning objectives?

*IF **YES** PLEASE LIST THEM:*

8. Please provide two areas where the course could be improved

Chapter 8 - Student Appraisal System

801. Introduction

Appraisal is a continuous process that starts when the student arrives at the College and is intended to support the student's progress throughout the course. The Course Director HCSC is responsible for the student appraisal process, and is supported in this by the HCSC Directing Staff.

The appraisal system aims to be comprehensive and honest. CD HCSC will assess those areas he reasonably can (eg analytical ability, certain personal skills) but will avoid comment on areas that cannot be adequately demonstrated within the context of this short training course, or where national standards may vary (eg promotion potential).

802. Appraisal system

Students will be appraised against a range of criteria but will not be ranked against their peers. Appraisals are based on observations of students' performance during all course activities.

Formal appraisal is conducted both through dialogues with CD HCSC and through a written Final Appraisal Report. CD HCSC and the DS will monitor the students' progress and performance throughout the course and will also provide them with informal feedback whenever appropriate, for example following a Team or Individual Research Project.

Both informal and formal appraisals made during the course will be private and confidential between the student and CD HCSC.

803. Appraisal cycle

a. CD HCSC Dialogue: Time will be scheduled for the CD HCSC to have two individual dialogues with each student, the first at the end of Phase 1 of the course, and the second towards the end of Phase 3.

b. Final Appraisal Report: The Final Appraisal Report will be written by CD HCSC and approved by the Commandant. A copy will be provided to the student prior to graduation from the course.

c. Final Appraisal Dialogue: CD HCSC will conduct a final appraisal dialogue with each student during Phase 3. The student's performance will be discussed and he/she will be given an opportunity to add his/her comments to the Final Appraisal Report.

d. Issue of Report: The Final Appraisal Report will be sent to the student's nominating authority just after graduation.

804. Report Process**a. General**

The performance of HCSC students does not easily translate into numerical scores or other performance scales. Appraisals will, therefore, be in the form of a written narrative (a 'pen picture')

b. Final Appraisal Report Format

The Final Appraisal Report (Annex A) is a written record of each student's performance intended to give information useful for their future career development.

805. Appraisal Areas and Criteria

The appraisal areas and criteria set out below illustrate the range of items that will be considered, and standards that will be applied, by CD HCSC in assessing student performance.

Appraisal Area	Appraisal Criteria
Content and Presentation of Work (<i>'what has been done'</i>)	This area concerns the content of the student's work (whether tasks have been carried out correctly and at an appropriate level of detail) and its presentation (whether the work has been logically structured, professionally and persuasively presented, and with an appropriate standard of English).
Analytical Ability (<i>'whether it has demonstrated qualities expected of HCSC students'</i>)	This area concerns the ability of the student to work with the information available to the course. It is the major part of his/her evaluation. The student's output will be assessed against the ascending levels of <i>Blooms Taxonomy</i> to provide evidence that he/she is able to make proper use of presented information in coursework.
Innovation and Creativity	This area concerns the ability of the student to think beyond the presented data in a creative or innovative fashion. CD HCSC will look for evidence of flexibility of thought and an ability to think laterally and introduce new concepts and ideas.
Contribution to the Course	This area concerns the degree to which a student has made a positive contribution to the course. Assessment of this area will take account of aspects such as interaction with guest lecturers, level of contribution to group work, contribution to course 'esprit'.
Personal skills	This area concerns those personal qualities that have a direct bearing on the student's performance and can thus be assessed by CD HCSC. These might include commitment to succeed, engagement with the course, time and workload management, persuasiveness in argument, cooperation with others, team working etc.

806. Graduation Documents

Upon successful graduation, each HCSC student will receive a Diploma and a Diploma supplement. The Diploma certifies successful graduation from the HCSC and is signed by the Commandant. The Diploma supplement is intended to facilitate transfer of academic merit into civilian degree programmes. It provides explanations and details about the course (modules, type of study, module hours etc) required by universities in to order accredit learning from the HCSC in their degree programmes. The Diploma supplement is signed by the Course Director and the Dean of the College.

807. HCSC and Master's degree studies

All College courses are deemed to be at the post-graduate (Master's) level of study. In designing and implementing the HCSC, the Baltic Defence College aims to satisfy the standards and requirements of civilian post-graduate degree programmes. However, HCSC is designed first and foremost as a senior military education course and it remains entirely up to the universities to decide which, if any, modules of the HCSC may be accredited towards their Master's degree programmes and their value in ECTS credit points.

ANNEX E: HCSC Student Appraisal Report



HCSC STUDENT APPRAISAL REPORT

Course: **Higher Command Studies Course 2007
"Leadership of Transformation"**

Duration of the Course: **06 August 2006 to 14 December 2006**

Nation:

Service:

Rank:

Name:

PART 1: AIM OF THE COURSE

The aim of the Higher Command Studies Course is to prepare military and civilian defence officials, at NATO OF-4/5 level or equivalent, to be ready: to initiate, lead, and implement transformation in the defence institutions of their own states, NATO and the EU in the context of current and future military operations.

PART 2: ENDSTATE OF THE COURSE

The focus of the Course is at Strategic level and specifically provides its students with the knowledge and tools:

- to recognise the need and challenges of transformation in national and international defence institutions;
- to initiate, lead and manage major transformation programmes and;
- to assume command assignments at the operational level and major planning positions at strategic level.

PART 3: ACHIEVEMENT AND PERFORMANCE (*Pen Picture (HCSC DS)*)

Content and Presentation of Work

Analytical Ability

Innovation and Creativity

Contribution to the Course

Personal skills

PART 4: STUDENT'S COMMENT

STUDENT

COURSE DIRECTOR

DATE

Chapter 09 - Course Details

901. Statistics

The HCSC consists of **94** scheduled days, equivalent to approximately **381** contact hours and **117** preparation hours.

The scheduled days include all weekdays from Monday 06 August 2007 to Friday 14 December 2007, excluding official holidays according to the Estonian calendar.

Phases/Activities	Scheduled hours	Preparation hours	Total hours (Percentage)
Phase 1: The Need for Change	115,5	70,5	162 (32, 4%)
Phase 2: The Response	82	34	116 (23, 2%)
Phase 3: Tools for Change	154,5	37,5	192 (38, 5%)
Administration (In/Out-processing, Teambuilding, Individual Evaluation Dialogues and Graduation)	30	0	30 (6, 0%)
TOTAL	382 (76, 5%)	117 (23, 4%)	499 (100%)

Note: The calculations in the table above are based on a normal school day from Monday to Thursday comprising six academic hours, and Friday three hours, for scheduled classroom activities, including those which take place during Field Study Trips. Preparation time includes self-study and preparation of Individual and Team Research Projects.

902. Curriculum Flow

August

					Phase 1: The Need for change																										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
			A		M101: Leadership of Transformation							M101	M102: 21 st Century Security Trends							M102: 21 st Century Security Trends						M102		M103			

September

Phase 1: The Need for change																			Phase 2: The Response											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
		M103: 21 st Century Armed Conflict and Operations								M103: 21 st Century Armed Conflict and Operations						M103 (ABC-D Conference)				M201			M201 (FST: Kiev and Brussels)							

October

Phase 2: The Response																					Phase 3: The Tools for Change									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
M201: Defence Transformation in NATO, EU and states							M201			M202				M202: Current Defence and Force Planning						M301: Formulating Strategy						M301				

November

Phase 3: The Tools for Change																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
M302				M302: Implementing Strategy						M303: Force Planning exercise						M303 (FST: Vilnius-Riga- Tallinn)						M303: Force Planning exercise							

December

Phase 3: The Tools for Change																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
		M304: Future of Transformation						M304					G																	

Remarks:

A – Students Arrival in Tartu; G – Graduation day

ABC – D – Annual Baltic Conference on Defence

903. Project Officers

a. Phase 1 – The Need for Change

Nr.	Module	Sub-Module	Project Officer/Planning Officer
101	Leadership and Transformation	1011 - Course Foundation	Mr Tony Lawrence LtCol Raul Öpik
		1012 - Leadership Styles	
102	21 st Century Security Trends	1021 - Contemporary Strategic Thinking	Mr Tony Lawrence LtCol Vaidotas Malinionis
		1022 - Global Security Issues	
		1023 - Global Security Actors	
103	21 st Century Armed Conflict and Operations	1031 - Nature of conflict	Mr Ott Keerberg LtCol Raul Öpik
		1032 - Response to conflict	
		1033 - Recent and current operations	
		1034 - Key strategic aspects of operations	

b. Phase 2 – The Response

Nr.	Module	Sub-Module	Project Officer/Planning Officer
201	Transformation of Defence Structures – NATO, EU and Nations	2011 – Transformation in NATO	Mr Ott Keerberg LtCol Vaidotas Malinionis
		2012 – Development of the European Security and Defence Policy (ESDP)	
		2013 – NATO – EU Co-operation	
		2014 – National Defence Transformation	
		2015 – Partnerships	
202	Defence and Force Planning	2021 – Defence and Force Planning in NATO	Mr Ott Keerberg LtCol Raul Öpik
		2022 – Defence and Force Planning in the EU	
		2023 – NATO EU cooperation in defence and force planning	
		2024 – Defence and Force Planning in individual states	

c. Phase 3 – Tools for Change

Nr.	Module	Sub-Module	Project Officer/Planning Officer
301	Formulating Strategy	3011 - Introduction to strategy	Mr Ott Keerberg LtCol Vaidotas Malinionis
		3012 - Strategy formulation	
		3013 - Strategy application	
302	Implementing Strategy	3021 - Strategic Management	Mr Tony Lawrence LtCol Vaidotas Malinionis
		3022 - Strategy and Resources	
		3023 - Change Management	
303	Force Planning Exercise: Baltic Dream	3031 – Exercise Introduction	Mr Tony Lawrence LtCol Raul Öpik
		3032 - Force Planning Exercise: Baltic Dream Pt I	
		3033 - Force Planning Exercise: Baltic Dream Pt II	
304	Future of Transformation	3041 - Defence transformation in history	Mr Tony Lawrence LtCol Vaidotas Malinionis
		3042 - Defence transformation in participating states	

904. Course Calendar

AUG 2007		Sub-Modules and content	Notes
32	6	SM1011 Course foundation	Introduction & Administration
	7		
	8	SM1012 Leadership Styles	Guided Tour in Tartu
	9		
	10	Teambuilding	One day activities outside of Tartu
	11		
	12		
33	13	SM2014 National Defence Transformation	National briefings on the defence policies, structures and plans of states represented in the course
	14		
	15	SM1022 Global Security Issues/ SM1021 Contemporary Strategic Thinking	
	16	SM1022 Global Security Issues	
	17	SM1021 Contemporary Strategic Thinking	
	18		
	19		
34	20		National Holliday - Restoration of independence of Estonia
	21	SM1022 Global Security Issues/ IRPs Tutoring	
	22		
	23	SM1023 Global Security Actors	
	24		
	25		
	26		
35	27	SM1022 Global Security Issues/ IRPs Presentations	
	28		
	29		
	30	SM1031 Nature of conflict	
	31		

SEPT 2007	Sub-Modules and content	Notes
	1	
	2	
36	3	SM1032 Response to conflict
	4	
	5	SM1034 Key strategic aspects of operations
	6	
	7	
	8	
	9	
	37	10
11		SM1033 Recent and current operations/ TRPs Rehearsals
12		SM1033 Recent and current operations/ SM1031 Nature of conflict
13		SM1033 Recent and current operations/ TRPs Presentations
14		
15		
16		
38	17	SM1034 Key strategic aspects of operations
	18	Annual Baltic Conference on Defence (ABC-D)
	19	
	20	SM2011 Transformation in NATO/ SM2012 Development of the European Security and Defence Policy (ESDP)
	21	Preparation for Field Study Trip (FST)
	22	
	23	
39	24	FST: Ukraine & Strategic level NATO/EU HQs
	25	
	26	
	27	
	28	
	29	
	30	

OCT 2007	Sub-Modules and content	Notes
40	1	Free Study Day
	2	SM2011 Transformation in NATO/ SM 2014 National Defence Transformation
	3	SM2011 Transformation in NATO
	4	SM2015 Partnerships
	5	SM2014 National Defence Transformation
	6	
	7	
41	8	SM2014 National Defence Transformation
	9	SM2013 NATO – EU Co-operation/ SM2014 National Defence Transformation/ SM2015 Partnerships/ TRPs Presentations
	10	SM2014 National Defence Transformation/ SM2015 Partnerships/ TRPs presentations
	11	SM2021 Defence and force planning in NATO
	12	SM2021 Defence and force planning in NATO/ SM 2022 Defence and force planning in the EU
	13	
	14	
42	15	SM2024 Defence and force planning in individual states
	16	
	17	
	18	SM2024 Defence and force planning in individual states/ TRPs Presentations
	19	
	20	
	21	
43	22	SM3011 Introduction to Strategy
	23	SM3012 Strategy formulation
	24	SM3013 Strategy application
	25	SM3012 Strategy formulation
	26	
	27	
	28	
44	29	SM3012 Strategy formulation
	30	SM3013 Strategy application/ TRPs Presentations
	31	

NOV 2007	Sub-Modules and content	Notes	
44	1	SM3021 Strategic Management	
	2		
	3		
	4		
45	5	SM3021 Strategic Management	
	6		
	7	SM3022 Strategy and Resources	
	8	SM3023 Change Management	
	9		
	10		
	11	Latvian Army Day	
46	12	SM3031 Exercise Introduction/ SM3032 Force Planning Exercise: Baltic Dream Pt I	
	13		
	14		
	15		
	16	SM3032 Force Planning Exercise: Baltic Dream Pt I Briefings	
	17		
	18	Latvian Independence Day	
47	19	FST: Riga – Vilnius – Tallinn	
	20		
	21		
	22		
	23		Lithuanian Army day
	24		
	25		
48	26	SM3033 Force Planning Exercise: Baltic Dream Pt II	
	27		
	28		
	29		
	30	SM3033 Force Planning Exercise: Baltic Dream Pt II Briefings	

DEC 2007	Sub-Modules and content		Notes
48	1		
	2		
49	3	Free Study Day	
	4	SM3041 Defence transformation in history/ Course IRPs Presentations	
	5	SM3041 Defence transformation in history	
	6	SM3041 Defence transformation in history/ Course IRPs Presentations	
	7	SM3041 Defence transformation in history	
	8		
	9		
50	10	SM3042 Defence transformation in participating states	Individual Evaluation Dialogue
	11		Individual Evaluation Dialogue
	12	Course Feedback	
	13	Administration: Graduation	
	14	Administration: Out - Processing	
	15		
	16		